Master of Science in Financial Technology

Level 9, 90 ECTS

Programme Handbook

2023/24

Foreword

Welcome to DBS where we will help you realise your ambition. We have an international reputation for delivering a high-quality student experience and our intention is to do everything we can do to support you during your time with us.

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. Our campus is in Dublin's city centre and comprises four buildings where nationalities from over 95 countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science, cybersecurity to artificial intelligence, marketing to psychology, accounting and finance through law, film and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and continuing to deliver an out-standing student experience.

The information contained in this handbook is crucial to your learning. It provides important information on your programme, your assessments and the key individuals you will meet. For these reasons we want you to constantly read and refer to this handbook and use it as a key information source during your time with us.

We are dedicated to ensuring that you have a rewarding and fulfilling experience while studying at DBS and intend that, through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

Tony

Dr Tony Murphy
Academic Dean

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Section 1 Programme Information

Welcome Message from Academic Director

Welcome Hello and a very warm welcome to Dublin Business School. My name is Richard O'Callaghan, and I am the Academic Director for your financial technology programme.

You have made the right choice in deciding to study at Dublin Business School. We are Ireland's largest independent third-level intuition, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study financial analytics will enhance your personal, academic, and professional development.

DBS has built on a reputation of "Excellence through Learning" and we pride ourselves on our ability to design and deliver programmes which are academically rigorous and innovative whilst ensuring they meet the demands of an ever-changing global business community. All faculty members are experienced tutors who are specialists in their chosen field. As well as being highly qualified academically, they also bring a wealth of industry experience to the classroom. Our tutors are actively engaged in consultancy and research and this feeds directly into your learning experience.

I look after the undergraduate programmes which include the BA (Hons) in Accounting and Finance, and the postgraduate programmes, the MSc in Financial Analytics and the MSc in International Accounting & Finance. I work closely with your Programme Coordinator and your lecturers. Some examples of areas that I can assist with include:
- Academic planning and choices
- Assignments and Examinations
- Decisions around stream choices.

Your student portal is also a one stop shop for accessing your email, timetables and more. I would like to note the DBS email assigned to you. It is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Student Handbook, which can be accessed via students.dbs.ie/academic operations

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive via Moodle. We hope you enjoy your time with us here in DBS and look forward to helping you during your learning journey. I am here to help you with the academic side of your programme from now until you graduate, and beyond.

Please do not hesitate to contact me on richard.ocallaghan@dbs.ie if you have any questions.
Best wishes to you all for a great year!

Richard

Academic Director – Accounting and Finance

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1.1 Programme Administration

If you have any questions or concerns about any aspect of your course, or a problem relating to any aspect of your time here at DBS you should contact your Academic Director or Programme Coordinator. If they cannot tackle the question or problem themselves, they can help you identify the person who can and they will refer you on to them. Below is short description of the people you will meet on your programme:

- **Academic Director**
  The Academic Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.

- **Assistant Academic Director**
  The Assistant Academic Director has responsibility of working with the Academic Director across all elements of programme development and delivery. They are responsible for overseeing programme team meetings and are a direct point of contact for students. They work to ensure all programmes developed and run are of a high academic standard, and to ensure a high-quality learning journey exists for the students.

- **Programme Coordinators**
  Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.

- **Module Leader**
  The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment and completion of the module. Module leaders work hard to ensure a high quality teaching and learning experience for all students.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Ana Dias	academicoperations@dbs.ie
Academic Director	Richard O'Callaghan	richard.ocallaghan@dbs.ie

1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: **firstname.lastname@dbs.ie**. This is an indicative list and is subject to change.

Module Name	Lecturer(s)
The Evolution of FinTech	Philip Hickey
Quantitative Financial Modelling	Alan O'Sullivan
FinTech Regulation	Joy Mulkerrins
Research Methods 1	Juan Fravega
Information and Cybersecurity Management	TBC
Distributed Ledger and Asset Tokenisation	Paul Laird
Data Analytics and Machine Learning	Dr Ciara Feely
Applied Financial Analysis	Lynn Monaghan
Research Methods 2	Richard O'Callaghan
Applied Research Project	Individual Supervisor
Dissertation	Individual Supervisor
Placement	Individual Supervisor

There are also other valuable points of contact and support in DBS such as Student Services, the Student Engagement and Success Unit, Student Welfare and Support, IT Helpdesk and the award winning DBS Library. Your DBS Handbook and the DBS website will contain more information on these and other great DBS services and supports.

Section 2 Programme Details

2.1 Aims of the Programme

The *Master of Science in Financial Technology* (90 ECTS, Level 9) was developed as an innovative programme intended to develop learners' skills in the area of Financial Technology. The integration of finance and technology has resulted in one of the most rapid and profound shifts in skills requirements within an industry in recent times. This rapid change required current and future employees in financial services to develop a capacity in the areas of finance, technology, regulation and data science to be able to effectively operate in the industry.

Moreover, employers continue to value employees that have developed advanced critical thinking, writing and research skills, and throughout the programme learners have many opportunities to develop these important skills so that they emerge from the programme job ready.

The taught component of this programme comprises core modules in The Evolution of FinTech, Quantitative Financial Modelling, FinTech Regulation, Information and Cybersecurity Management, Distributed Ledger and Asset Tokenisation, Data Analytics and Machine Learning, Applied Financial Analysis and Research Methods one and two.

To graduate with an *MSc in Financial Technology* the learner must complete 9 required modules (varying between 4 and 10 ECTS) and choose one of the capstone options, namely the Applied Research Project, the Dissertation or the Placement, each of which are 30 ECTS. For learners who cannot complete the research capstone, a *Postgraduate Diploma in Science in Financial Technology* award is available as an Exit award.

The specific programme objectives are as follows:

1. To enable learners to develop mastery of current and developing financial technologies
2. To provide learners with a deep and systematic knowledge of the management of Financial Technology in organisational and regulatory contexts
3. To facilitate the development by the learner of applied skills that are directly complementary and relevant to the workplace
4. To identify and develop autonomous learning skills for the learner
5. To develop in the learner a deep and systematic understanding of current issues of research and analysis
6. To enable the learner to identify, develop and apply detailed analytical, creative, problem solving and research skills

Provide the learner with a comprehensive platform for career development, innovation and further study.

2.2 Programme Learning Outcomes

The Master of Science in Financial Technology is located at Level 9 award on the National Framework of Qualifications (NFQ). There are two embedded programmes within the *Master of Science in*

Financial Technology, a *Postgraduate Diploma of Science in Financial Technology*, and a *Certificate in Financial Technology*. These are only offered as exit awards, for learners who are unable to complete the full programme.

On successful completion of the *Master of Science in Financial Technology*, graduates will be able to:

	Learning outcome
MIPLO1	Critically appraise the operations of financial markets, banking institutions and financial service providers, interpret the potential commercial impact of new technologies, the impact of the internet environment on the distribution of financial services, and associated financial innovations.
MIPLO2	Evaluate the appropriate regulatory frameworks governing the evolution of Fintech applications and services and formulate effective solutions to the appropriate data governance and cyber-security challenges.
MIPLO3	Synthesise financial data and execute the core competencies of quantified financial analysis; collect, formulate and extract value from large data sets while analysing the appreciated opportunities that the evolving access to unstructured data create.
MIPLO4	Assess theoretical financial principles in the context of the disruptive and innovative Fintech ecosystem, critically evaluating the barriers to entry, and the commercial viability of the Fintech solutions across the financial services industry within a problem-solving teamwork environment.
MIPLO5	Demonstrate a proficiency in the use and application of a range of quantitative tools and techniques in solving complex problems utilising large data sets. Transform, analyse and effectively communicate (visualize) information from complex data sets.
MIPLO6	Critically appraise the regulatory challenges and the commercial potential of Distributed Ledger (Blockchain) Technologies, interpret case studies and industry research to develop a Fintech application that addresses a viable gap in the financial services marketplace.
MIPLO7	Evaluate the practical application of the core (risk-reward) fundamentals of finance, categorise the various sectors of the financial service infrastructure and compose, formulate and communicate value enhancing strategies and solutions.
MIPLO8	Discriminate between the data governance, regulatory and technological challenges facing Fintech providers, interpret, and contextualise the existing and the potential threats to data protection and cyber security.
MIPLO9	Critically evaluate research philosophies, research design approaches and data collection techniques to assemble qualitative and quantitative data for applied research.

MIPLO10	Utilise the theoretical underpinnings of FinTech concepts in an industry based research or pure research setting and create, construct and present a viable Fintech applied research project or dissertation.

Learners who exit with the Postgraduate Diploma award achieve MIPLOs 1-9, while those exiting with the Certificate achieve MIPLOs 1, 2, 4, 5 and 7.

Programme synopsis

The DBS *Master of Science in Financial Technology* programme aims to produce individuals with the specialised skills and attributes necessary to meet the demands of the modern-day financial services and financial technology environment. Learners will understand the core principles of financial technology, as well as the industry, markets, products and regulation within which financial services are delivered; they will be equipped with operations management and analytics expertise; possess an integrated understanding of financial regulation; critically evaluate sustainable financial services business models and inform business decision making in an ethical context.

The *Master of Science in Financial Technology* is a 1 year full-time/ 2 year part-time programme consisting of eight taught modules, three 10 ECTS modules, six 5 ECTS modules, and a 30 ECTS Dissertation, Applied Research Project, or Placement option. For learners who cannot continue, for personal or professional reasons, to the research component of this programme, there is an embedded exit award titled, *Postgraduate Diploma in Science in Financial Technology* (Level 9, 60 ECTS). For learners who cannot continue for personal or professional reasons beyond the first semester of the programme, there is an embedded exit award titled *Certificate in Financial Technology* (Level 9, 25 ECTS).

2.3 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 9 on the National Framework of Qualifications (NFQ), a framework for the development, recognition and award of qualifications in Ireland.

2.4 Programme Structure

Module No.	Stage label	Module Title	Module Synopsis
1	Award	The Evolution of FinTech	This module will provide learners with an understanding of the fundamental principles of finance, the operation of financial markets, the role of financial services providers, specific asset classes, and the evolution of finance services. This module enables learners to contrast and analyse how innovation is impacting and disintermediating the financial services industry. The module specifically explores the disruptive impact of Fintech as an alternative provider of financing and other traditional financial services.
2	Award	Quantitative Financial Modelling	This module will provide comprehensive understanding of the advanced quantitative methodologies and analytical techniques commonly employed in the analysis of financial data. Through practical classes and case studies, students will apply these techniques utilising toolsets for implementing financial data analytics activities. The module also focuses on current research in the field and enables learners to review and critically assess this research. Learners will develop the ability to identify and define quantitative problems, select appropriate financial and quantitative tools and models, and apply these techniques within complex financial settings specifically within the Fintech environment.
3	Award	FinTech Regulation	The regulatory landscape that financial services operate in are an ever changing and expanding set of laws and rules that are intended to promote financial stability and compliance with certain procedures and practices. Adding technology, data and automation to financial services has invited additional complexities in the area of data protection to an already complex regulatory environment.

Financial regulation is an active public policy area driven by both the national government and the European Union. This module builds an understanding of the regulatory framework of financial services and information governance which will be essential skills for any graduate that wishes to operate in the financial services and FinTech. |
| 4 | Award | Research Methods 1 | The module provides learners with the theoretical foundation and introductory training for research that will allow them to contextualise and work independently on the more practical aspects of research that they will engage with in Research Methods 2. During this module, learners will be provided with an |

Module No.	Stage label	Module Title	Module Synopsis
			overview of the main research philosophies, designs and methodologies, while also being introduced to the ethics of research. An overview of the stages of the research process will also be provided, introducing the learner to the concepts of a literature review, data collection and analysis and presenting and discussing findings. During this module, learners will be encouraged to identify their research topics and begin to refine and focus that topic toward a research question/hypothesis. This consideration of research topics and potential questions/hypotheses will require the learner to adapt and synthesise their learning and experience from other modules. Research methods 1 will represent the starting point for learners on the journey to completing their dissertation in semester 3.
5	Award	Information and Cybersecurity Management	This module will introduce learners to the key concepts in managing cyber security in a Fintech organisation. The module will enable learners to understand the importance of a management framework in constructing and operating a cybersecurity management system. The module will be delivered based on the real-life examples to illustrate key concepts involved in defining organisational objectives for cyber security including business goals, contractual obligations and also legal and compliance issues. The main objective of the module is to provide learners with an understanding of the technologies used in information and cyber security management to effectively implement an information security system. The module will enable learners to select and critically assess various components of the security system's architecture, and review various controls in the context of the organisation's risk mitigation requirements.
6	Award	Distributed Ledger and Asset Tokenisation	The regulatory landscape that financial services operate in are an ever changing and expanding set of laws and rules that are intended to promote financial stability and compliance with certain procedures and practices. Adding technology, data and automation to financial services has invited additional complexities in the area of data protection to an already complex regulatory environment. Financial regulation is an active public policy area driven by both the national government and the European Union. This module builds an understanding of the regulatory framework of financial services and information governance which will be essential skills for any graduate that wishes to operate in the financial services and FinTech.

Module No.	Stage label	Module Title	Module Synopsis
7	Award	Data Analytics and Machine Learning	This module will provide learners with an introduction to the fundamentals of data analytics and the practical experience of extracting value from large data sets. The module will specifically focus on the modelling, storage and access of big data, and emphasize the key techniques essential to evolving data analytics solutions. The module will also concentrate upon the importance of visualisation in the effective communication and interpretation of data analysis in enhanced end-user decision making. The learner will develop a proficiency in the design and construction of data driven predictive models. Learners will also be exposed to the use of machine learning in finance.
8	Award	Applied Financial Analysis	This module teaches learners how to transpose quantitative and computational finance models into executable computer code. This will enable learners to programmatically design, implement and test their understanding of financial data and markets. This learning will be rooted in the Data Science theory covering areas such as data acquisition, transformation, interrogation, and presentation. This will enable the learners to design, apply and test multiple hypothesis. Learners will understand the computational complexity of the models they design and examine the potential of cloud based parallel frameworks to allow their models to be deployed at scale and in a performant manner. The module assumes no prior knowledge of programming.
9	Award	Research Methods 2	The module builds on the knowledge developed in Research Methods 1 by further developing the theoretical foundation for research, thereby allowing learners to contextualise and work independently on the more practical aspects of research that they will engage in on this module. During this module, learners will be provided with an overview of the main research philosophies, designs and methodologies, while also being introduced to the ethics of research. An overview of the stages of the research process will also be provided, introducing the learner to the concepts of a literature review, data collection and analysis and presenting and discussing findings. During this module, learners will be encouraged to identify their research topics and begin to refine and focus that topic toward a research question/hypothesis. This consideration of research topics and potential questions/hypotheses will require the learner to adapt and synthesise their learning and experience from other modules. Research methods 1 will represent the starting point for learners on the journey to completing their dissertation in semester 3.

Module No.	Stage label	Module Title	Module Synopsis
10	Award	Applied Research Project (Capstone elective 1)	This module aims to enable learners to consolidate their knowledge and skills in the completion of an industry research report and the preparation of an artefact. Learners will be able to produce a robust piece of industry research underpinned by academic theory, primary and secondary data collection and apply these skills in a coherent and industry-focused research report and artefact. The report will synthesize learning from other modules and combine both research and technical skills to investigate, design, produce and critically evaluate the solution put forward. Under the guidance of their supervisor, learners will develop a 10,000-word report under specific headings. Learners will also be expected to produce and demonstrate an artefact and present/ defend their work.
11	Award	Dissertation (Capstone elective 2)	This module aims to enable learners to consolidate their knowledge and skills by undertaking a traditional, written, research-focused dissertation, applying key academic and methodological concepts and techniques. Learners will produce a robust piece of research underpinned by academic theory, primary and secondary data collection and apply these skills in a coherent and academically appropriate manner. The report will synthesize learning from other modules and combine both research and technical skills to investigate, design, produce and critically evaluate the research topic. Under the guidance of their supervisor, learners will develop a 15,000-word report (+ or – 10%) in sequenced chapters. Learners will also be expected to present and defend their work.
12	Award	Placement (Capstone elective 3)	This module aims to enable learners to consolidate their knowledge and skills in the completion of an industry research report which synthesises their learning through a placement of their choice. This research-focused piece of work takes the form of a written placement project which will apply key academic and methodological concepts and techniques to an applied digital marketing industry-focused research problem or issue and the completion of a reflective performance review report. Under the guidance of their supervisor and line manager, learners will gain a deeper understanding of the application of research methods through applying these skills in a research-focused capstone work in their field. This module facilitates an academic perspective to an industry ready solution in a problem-based immersive scenario that can be shared with current or prospective employers.

2.5 Teaching and Learning Strategy for a multi-modal environment

The teaching and learning (T&L) strategy refers to the teaching modes, approaches and activities that the lecturer will use to help you work toward achieving the learning outcomes for the module.

Examples of T&L modes include:

Mode	Description
In-class	Where the lecturer and all the students are in the class
Live Online	Where the lecturer and all of the students are online at the same time
Hybrid	Where some of the students are online and some are in the class and the lecturer is either in-class or online
Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L approaches include:

Approach	Description
Lecture	Where the lecturer presents or talks about concepts, ideas, topics or theories
Tutorial	Where the lecturer and students engage in a discussion
Workshop	Where the lecturer and students engage in activities either collectively or in groups
Lab Demonstrations	Where the lecturer or students demonstrate processes usually on a computer

Examples of T&L Activities include

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about
Group work	Students are divided into groups to work on a particular activity
Peer Review	Students review and comment on other students' work
Peer discussion	Students engage in a discussion about a topic which the lecturer observes and can contribute to
Quizzes	Students work through a series of short questions
Practical Exercises	Students carry out an individual task during the class
Peer Presentations	Students present either individually or as a group to their fellow students
Controlled Debate	Students are divided into groups and argue the merits of a specific stance on a topic usually determined by the lecturer
Reading	Students engage in a reading activity and either write or report back on what they have read
Watching Videos	Students analyse videos and have peer discussions on what they have seen
Peer Pairing	Students are split into pairs. Individually they carry out a task and then swap their work for the other student to review.
Role Play	Students act out a scenario from the real world for the whole group

Typically, a timetabled class will take place in one mode or another, for example through online, in-class, recorded or hybrid mode. Although the on-demand mode can be used on its own or with any of the other modes.

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into workshop and then finishing with a tutorial approach.

Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, hybrid or in-class. However, some activities and approaches are better suited to some modes.

You will find the specific details of which mode applies to which module in your online timetable as well as in your Module and Assessment Guides.

Should you have any queries, please do not hesitate to contact your Programme Coordinator or Module Leader.

Section 3 Assessment

3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. Assessment types will include practical, continual assessment, reports, group activities and exams.

It is important that you familiarise yourself with the format and number of assessments, assessment weighting, and due dates. These are published in the Module Guide which is available on Moodle. An Assessment Brief is also published for each individual piece of continuous assessment. This will give details on the format, weighting and due date, as well as set out what task you are required to complete in the assignment. It also gives the marking scheme for each assignment, and you should use this to guide your completion of the assignment.

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2022.* Special regulations are defined on the course schedule. Where a learner is found to require additional learning support, the Disability and Inclusion Offer will identify appropriate support or liaise with the lecturer in conjunction with the Registrar's Office, if necessary, to agree a suitable equivalent alternative assessment instrument. This will be in accordance with the DBS Assessment Regulations. Please refer to the DBS Quality Assurance Handbook (QAH) for further details.

The assessment schedule is below and Moodle syncs with the Student Dashboard to provide a calendar of deadlines. The schedule lists the due dates for all your assessments due over the academic year. The schedule ensures that the workload is balanced across the academic year. Any extension requests need to be considered in light of this schedule, as changes might risk clashing deadlines, so it is very important to be aware of the potential impact of changes to assessment dates. The exam timetable is published on the exam page in the DBS current student area and is usually available about four weeks in advance of the exam period.

3.2 Assessment Brief

Master of Science Assessment Strategy

Module Name	ECTS	M/E	CA Component Breakdown	Feedback
The Evolution of FinTech	5	M	- Team based critical analysis and presentation 50% - Individual essay or project 50%	Oral and written via Moodle
Quantitative Financial Modelling	10	M	- Team based critical analysis and presentation 30% - Individual essay or project 30% - Terminal Exam 40%	Oral and written via Moodle
FinTech Regulation	10	M	- Team based critical analysis and presentation 50% - Individual essay or project 50%	Oral and written via Moodle
Research Methods 1	5	M	- Data Analysis (Quantitative and Qualitative) 60% - Problem Statement 40%	Oral and written via Moodle
Information and Cybersecurity Management	5	M	- Group Assignment and Presentation 50% - Individual Research Paper 50%	Oral and written via Moodle
Distributed Ledger and Asset Tokenisation	5	M	- Team based critical analysis and presentation 50% - Individual essay or project 50%	Oral and written via Moodle
Data Analytics and Machine Learning	10	M	- Team based critical analysis and presentation 50% - Individual essay or project 50%	Oral and written via Moodle
Applied Financial Analysis	5	M	- Group Assignment and Presentation 50% - Individual Research Paper 50%	Oral and written via Moodle
Research Methods 2	5	M	- Video Presentation 20% - Problem Statement and Research Question 80%	Oral and written via Moodle
Applied Research Project	30	E	- First meeting engagement 10% - Research Report 50% - Artefact 40%	Oral and written via Moodle
Dissertation	30	E	- First meeting engagement 10% - Research Report 80% - Poster 10%	Oral and written via Moodle

Module Name	ECTS	M/E	CA Component Breakdown	Feedback
Placement	30	E	- Placement Project Report 70% - Placement Performance Review 30%	Oral and written via Moodle

Master of Science Assessment Submission

Your goal is to achieve the highest mark possible in your assessment. In order to do this, it is expected that learners:

- Complete ALL assessment components.
- Submit all assessments on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found here.
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.
- Practice writing out answers for end of term exams by doing previous papers, in particular practicing handwriting or typing answers (as per the exam format) to ensure that you are equipped to set out your answers within the format of the exam.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the Disability Support well in advance of any assessment or exam dates.

3.3 Reassessment

Reassessment must assess the same learning outcomes as the prescribed assessment, and therefore all reassessments will conform in structure and subject matter to the original assessment, with the scope of group assessments being reduced as appropriate for individual assessment.

3.4 General Submission Requirements

1. All relevant provisions of the Assessment Regulations (*QAH* Part B Section 5) must be complied with, in addition to the requirements set out in the Assessment Brief:
   - Students are **required** to refer to the assessment regulations in their Student Handbooks and in Part B Section 5 of the *Quality Assurance Handbook*.
2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted as instructed through Moodle will not be graded.
3. Online assignments must be submitted **no later** than the stated deadline:

- Late submissions (up to 14 days) will receive the Late Submission penalty (see *QAH* Section B Part 5.4);
- After 14 days, late submissions will be awarded **0%**.

4. Extensions to assignment submission deadlines will be not be granted, other than in exceptional circumstances:
    - To apply for an extension please go to *https://students.dbs.ie/registrar-office/dbs-faq* and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;
    - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to the Helpdesk.

5. Students are required to retain a copy of each assignment submitted.

6. Dublin Business School penalises students who engage in Academic Impropriety (i.e. plagiarism, collusion, copying, essay mills, etc.):
    - Refer to the *QAH* Part B Section 3.3 for further information on Academic Impropriety and the potential penalties;
    - Refer to the Library for information on correct referencing, and support classes.

3.5 Useful links and tips

Door codes for Bow Lane are available at Reception desks.
Once registered, a learner should use the calendar in their student email account for personalised timetables.

- . www.dbs.ie
- . https://elearning.dbs.ie/ (Moodle)
- . www.mydbs.ie (student email)
- . tts.dbs.ie for generic timetables
- . https://library.dbs.ie/
- . Lorls.dbs.ie (to access your reading list online)
- . esource.dbs.ie (repository of student and faculty research)
- . servicedesk.dbs.ie (to log support queries or issues)

If you have any problems with your timetable or require technical support, please log a ticket at servicedesk@dbs.ie.

Section 4 Academic Calendar

The Academic Calendars can be found on the DBS website.

It shows the term dates, as well as reading weeks, the Christmas break, and the exam session, including the repeat exams.

Section 5 DBS Regulations and Quality Assurance

The previous sections set out the structure and requirements of your programme with regard to modules, content and assessment. It is important that all learners are aware that there are College regulations, frameworks and requirements that all learners must adhere to as part of their study with us. The DBS Quality Assurance Handbook (QAH) sets out all DBS's policies relating to student matters, and this set of policies and procedures has been approved through a process with QQI. The QAH is kept under review and policies may be amended or added to address new and emerging issues.

The Quality Assurance Handbook is on the DBS Student website here and there is a link to it on every Moodle page under **Quicklinks>Academic Policies & Procedures**.

The QAH is divided into sections to signpost you through it and help to identify the areas you may need to access. A list of the sections is given below. The QAH should be your first port of call if you have a question about College regulations, or require assistance with a matter such as an appeal or complaint, for example.

QAH Table of Contents
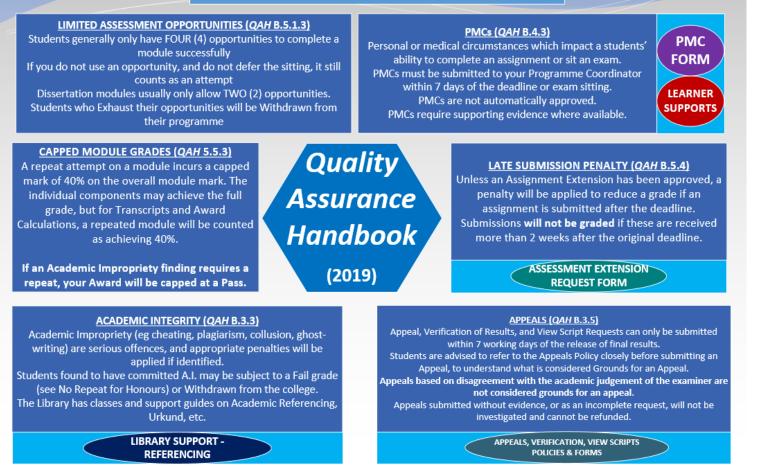- A.1 Governance
- A.2 Overarching Policies
- B.1 Learner Admissions
- B.2 Learner Supports
- B.3 Learner Conduct, Appeals and Complaints
- B.4 Programme Participation
- B.5 Assessment Regulations
- B.6 Examination Boards and Award Classifications
- C.1 Learning and Teaching
- C.2 Programme Development and Review
- C.3 Transnational Collaborative and Joint Awards

5.1 Key Assessment Regulations

Quality Assurance Handbook – Key Assessment & Regulations Reminders

LIMITED ASSESSMENT OPPORTUNITIES (*QAH* B.5.1.3)
Students generally only have FOUR (4) opportunities to complete a module successfully
If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt
Dissertation modules usually only allow TWO (2) opportunities.
Students who Exhaust their opportunities will be Withdrawn from their programme

PMCs (*QAH* B.4.3)
Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam.
PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting.
PMCs are not automatically approved.
PMCs require supporting evidence where available.

PMC FORM

LEARNER SUPPORTS

CAPPED MODULE GRADES (*QAH* 5.5.3)
A repeat attempt on a module incurs a capped mark of 40% on the overall module mark. The individual components may achieve the full grade, but for Transcripts and Award Calculations, a repeated module will be counted as achieving 40%.

If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.

Quality Assurance Handbook (2019)

LATE SUBMISSION PENALTY (*QAH* B.5.4)
Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline.
Submissions **will not be graded** if these are received more than 2 weeks after the original deadline.

ASSESSMENT EXTENSION REQUEST FORM

ACADEMIC INTEGRITY (*QAH* B.3.3)
Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified.
Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college.
The Library has classes and support guides on Academic Referencing, Urkund, etc.

LIBRARY SUPPORT - REFERENCING

APPEALS (*QAH* B.3.5)
Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results.
Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal.
Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal.
Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.

APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS

5.2 Programme Specific Regulations

Research Considerations

It is a requirement of the College that all learners engaging in research within the College sign a declaration to confirm that they have read and understood the *DBS Ethical Guidelines for Research with Human Participants.*

Students or staff working with children must complete Garda Vetting in advance of ethical approval and are advised to conduct the Children's First E-Learning course, an online course provided by Tusla. A copy of the certificate of completion is required for consideration for ethical approval.

Section 6 Supporting Student Success

One of DBS's strategic objectives is to support student success and enhance the student experience. We enable student success through high-quality services and support. The College provides academic resources, student services, engagement support and infrastructure to provide an outstanding student experience and enable strong academic outcomes. The Student Experience Team ensures that our students have the best possible College-life experience and promotes a DBS community and culture focused on their wellbeing and success. The Team has received awards to recognise their efforts.

6.1 The Learner Charter

The DBS Learner Charter, which was revised in early 2022 to reflect the challenges of engagement, defines a number of DBS and learner commitments that will foster a supportive, constructive and positive learning environment for students at DBS.

Section 7 My Career

7.1 Student Careers

The DBS Careers Team is dedicated to ensuring that you are equipped with the right skills to achieve your career goals upon graduation. The Team constantly asks the following questions:

- What is a work-ready graduate?
- What skills does a work-ready graduate need to succeed?
- How can we equip our students with these skills?

During your time in DBS, you will:

- Be given the opportunity to complete a skills self-assessment quiz at various times during your journey in DBS. This will allow you to judge yourself against the skills employers are looking for in graduates, and by following the advice given improve your score throughout your time at Dublin Business School.
- Be asked to complete a number of online mini-modules which will allow you to self-improve across all of the skills employers require from graduates.
- Understand the individual Careers pathway developed for your programme, by following and fully participating in this pathway you will enhance your Career and employment prospects.
- Listen to weekly podcasts with industry influences and leaders
- Attend weekly Careers workshops which have been specifically developed to equip our students for the modern employment market
- Attend Industry events and get the opportunity to talk to recruiters directly
- Have one-to-one sessions with a Careers Coach, which can include areas such as networking, CV preparation, interview skills, job search and building a successful LinkedIn profile.
- have formal and informal opportunities to improve your scores across defined skills, knowledge and attributes that employers are looking for in Graduates.

The Careers Hub is based in Aungier Street behind Reception, and the team can be contacted by e-mail.

Section 8 My Student Life

8.1 Peer Mentor Programme

The DBS peer mentor programme is designed to give students across DBS the opportunity to represent and mentor students by sharing their stories and experiences of college life. Our mentors act as positive role models throughout the year to their respective groups and are sources of information, from orientation through to the end of the year. The mentors help make coming to DBS a more welcoming, less daunting experience for everyone. As well as arranging informal meetings and social events with their mentees, the team assists with any queries or concerns that new students may have. Throughout the year this team of students is supported by our Student Experience Team with whatever challenges and issues they face. This academic year we will have over 100 peer mentors divided across three areas - a programme based, regional (by nation) based, and year-based mentors. Each of our student mentors is given continuous high-quality training throughout the academic year to ensure they are fully engaged in our college experience and best prepared to support their mentees.

8.2 Class Reps

DBS was the first private college to engage with USI to train all of our class reps on the NStEP Programme. This programme was launched in 2016 by the HEA, QQI and USI, and applies the best principles of student engagement to enhance and enrich the College's interactions with our Class Reps. Early in the Academic year, your lecture will look for a nominated class rep from each class. These will then partake in NStEP training and be invited to sit on the Student Council.

8.3 Student Council

The DBS Student Council welcomes all students appointed or elected to the role of Class Representative, Peer Mentors, Sports Clubs & Society leaders and members of the Students Union. The Council acts as a platform for two-way communication between the college and the student body. Students who represent the Student Council are made aware that they are responsible for collecting feedback from the student body and notifying the college on any specific issues that arise throughout the term.

8.4 Student Entertainment

The Student Experience Team, in conjunction with our Student Union and Societies, organises a full and varied schedule of social and cultural events throughout the year. From Freshers week in September, RAG week, weekly film screenings, cultural excursions and day trips, and the Student Awards in May, there is something for everyone. We also celebrate important cultural and national events such as Holi, Chinese New Year, Eid, St Patrick's Day, 4th July and other National Holidays.

8.5 Social

College life is about much more than just education. Through our broad range of clubs and societies, our students get to enjoy the full student experience, which extends beyond lectures and exams. The DBS Campus is Dublin City Centre, and we use all of the extra-curricular and recreational opportunities that our unique location offers. DBS recognises that clubs and societies are key to enhancing and enriching a student's experience while in college. We, therefore, encourage all of our

students to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

8.6 Societies

All Society Officers take part in a comprehensive training programme which covers areas such as leadership, event management, teamwork and conflict resolution. They feed into a strong support network, led by the Student Experience Team in partnership with Student Union Officers. On successful completion of their tenure, the leaders receive a digital badge which gives official recognition and can be displayed on their LinkedIn profile. The College has over 50 societies across different interests, activity-based, special interests, religions, International and cultural and volunteering and social.

8.7 IT Helpdesk

Support will be provided by the DBS administrative, facilities and IT support services. IT can be contacted for support by logging a ticket on Moodle.

8.8 DBS Library

Multiple supports can be accessed through the Library and Academic Hub. Multiple support classes are available. To see the range of support classes available, or to book a support class please visit the library page: https://libcal.dbs.ie/calendar?cid=-1&t=g&d=0000-00-00&cal=-1&inc=0

Section 9 My Health and Wellbeing

9.1 Counselling Services

DBS offers a free confidential counselling service for all students. This is provided through our counselling partners, MyMind.ie, ensuring confidentiality and a guaranteed appointment with a counsellor within 72 hours. Since COVID-19 these are all provided via on-line and video link services.

In order to access counselling please email the [Student Welfare Officer](#) who will arrange to meet with you and discuss your needs in a sympathetic and confidential manner.

9.2 Disability and Inclusion

DBS have a dedicated Disability and Inclusion Officer who works closely with other areas of the college including Faculty, the Library, and Exams to ensure that any student's special needs are catered for.

The purpose of the Disability Supports Service is to ensure that programmes and facilities are accessible to students with disabilities, long-term medical conditions, and long-term mental health conditions. The Disability Supports Service aims to provide support for these students to assist in their achievement of educational goals. Eligible students should register with the Disability Supports Service to ensure they receive the appropriate assistance during their studies.

We encourage you to register with the [Disability Supports Office](#) as early as possible in order to avail of support and accommodations. We recommend that:

- Students should contact the Disability and Inclusion Officer to make an appointment to discuss their requirements.
- Students must produce a professional assessment of their disability or medical certification of their condition.
- The Disability and Inclusion Officer will put in place the required accommodations.
- Students may liaise with the Disability and Inclusion Officer throughout their time in DBS.

All students who register with the Disability Supports Office are entitled to double the allowance and double the loan period of Library material. Students may also avail of a one-to-one session with the Information Skills Librarian on how to find, evaluate, cite and reference information.

9.3 Student Well-Being Programme

The student Calendar focuses on Health and Welfare early in the College Year, with themed weeks on Mental Well-being, Disability Awareness, and Consent, within the first five weeks of College. These weeks specifically make incoming students aware of the support that they have, both at an institutional and peer level. DBS facilitates regular student well-being and mental health workshops in conjunction with Jigsaw, The National Centre for Youth Mental Health. These are compulsory for all student officers, and club and society officers, and are open to all other students. We also run regular dyslexia workshops which are always excellently attended.

9.4 The Student Engagement and Success Unit

Dublin Business School (DBS) welcomes and supports all new entrants in their transition to third-level education. As part of this commitment, DBS has established a Student Engagement and Success Unit (SESU), which aims to help all new students at DBS transition successfully into Higher Education. Starting the first year of college is a transition in everyone's life. SESU is there to help learners make this transition, so if learners are having difficulty settling into college or simply making a start in their programme, SESU is there to help.

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2023/24. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills as well as Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

There may be times when learners will need support and assistance with their studies or with personal issues and SESU is there to help.

SESU also keeps abreast of developments in the field of student engagement, curriculum design, policy, writing and teaching learning and assessment.

Section 10 Conclusion

We hope you have found the programme handbook helpful. If you have any queries, please contact your Academic Director or Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!